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In Spring 1968, the College of Arts and Sciences of the University of Massachusetts requested the office of Institutional Studies to survey its entire graduating class in order to elicit opinions concerning the College's undergraduate academic program. Questionnaires were returned by 582 students, approximately 49% of the class. Respondents recorded their feelings about the general value of specific requirements and the worth of continuing certain courses. They also suggested changes for making the educational experience more meaningful. It was found that most students had selected their major field before entering their sophomore year; believed the total number of credit hours required outside their major was too high and the maximum number of credits in their major was too low; felt that several core requirements had contributed little to their understanding of the subject; believed subjects in the social sciences had contributed most to their understanding of a particular area; and expressed a desire to change 7 out of 8 of the core requirements. Further analysis showed the influence of grade point average and major on response and the relationship between the respondent's perception of a requirement's contribution to his understanding of an area and his recommendations that the course be retained, increased or reduced in scope. (JS)

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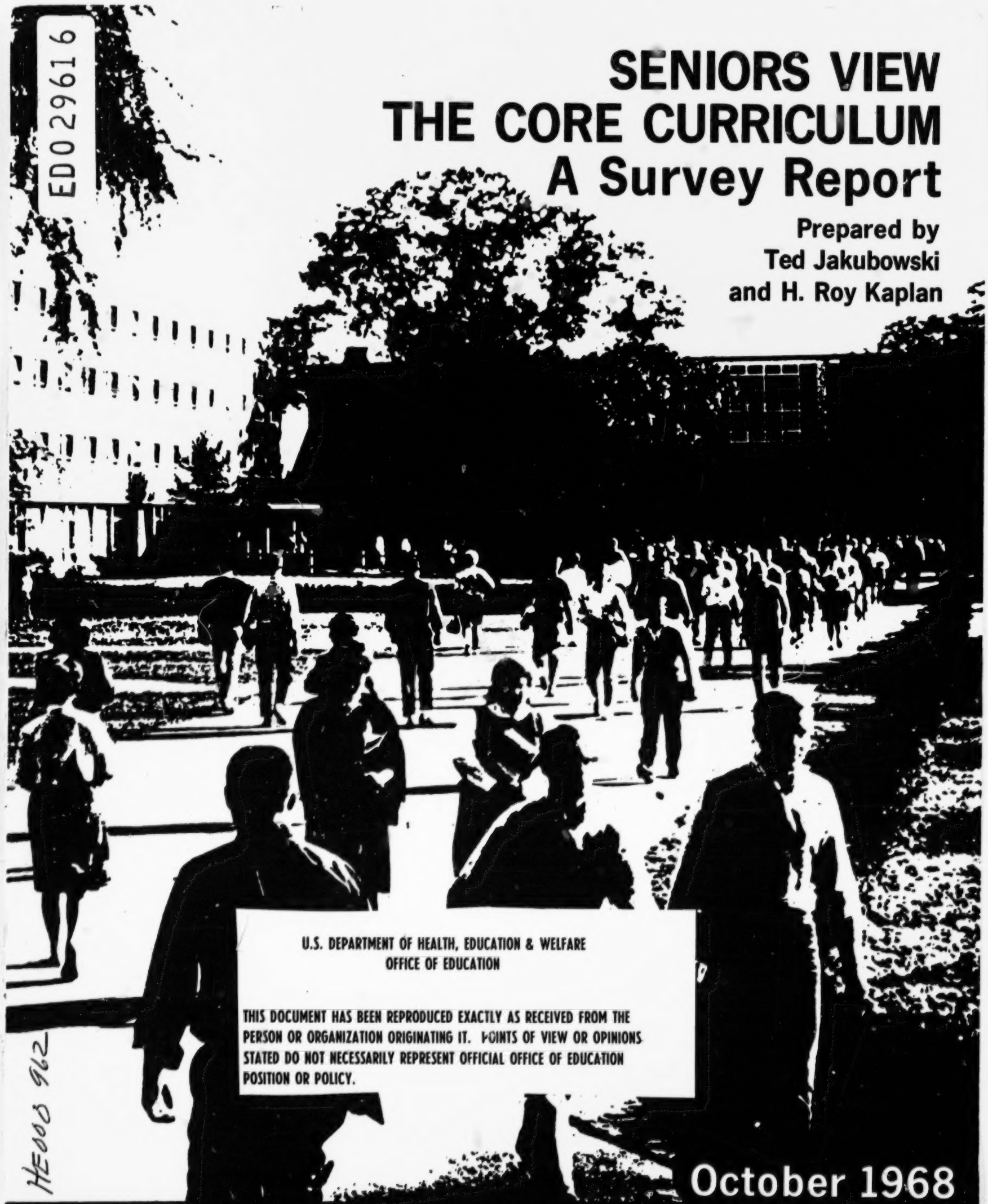
# SENIORS VIEW THE CORE CURRICULUM
## A Survey Report

Prepared by
Ted Jakubowski
and H. Roy Kaplan



U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Office of Institutional Studies / University of Massachusetts / Amherst

## SUMMARY

This survey was undertaken to ascertain the attitudes of graduating seniors toward undergraduate course requirements. Questionnaires were the method of data collection. The respondents were asked to record their feelings about the general value of a specific requirement and the worth of continuing it. Several significant findings obtained from this investigation follow:

1) A majority of students had selected their major field before entering their second year of study.
2) Most students believed that the total number of credits required outside of their major subject area was too high, and correspondingly
3) that the maximum number of credits in the major was too low.
4) Several core requirements were viewed by a large majority of the students as having contributed little to their understanding in that area.
5) The required courses which the students believed contributed most to their understanding of a particular subject area were in the social sciences; these were closely followed by literature courses in the English requirement, and the humanities. In addition, a majority of students looked favorably upon the math-science-logic and history requirements.
6) Those requirements eliciting the most unfavorable attitudes were the lower-level English and speech courses and the language requirement, respectively.
7) A large majority of students evidenced a desire to change the existing curriculum with regard to seven out of eight of the core requirements.
8) From the overall trend of responses, it was concluded that students desired the opportunity to take more courses in their major subject areas.

The analysis was expanded for purposes of exhibiting the influence of grade point average and major subject area on student responses. Statistical analysis showed that these factors exerted significant influence upon the manner in which students responded to the questions. In particular, students with high quality point averages tended to look more favorably upon course requirements than students with low averages. In addition, it was found that there was a relationship between the respondent's perception of how a requirement contributed to his understanding in an area and the respondent's recommendations that a particular requirement be retained unchanged, or increased.

# INTRODUCTION

In the Spring of 1968 the College of Arts and Sciences, as part of an extensive review of its educational program, particularly of the requirements for graduation, requested that the Office of Institutional Studies survey the entire Class of 1968 enrolled in the College. Questionnaires were sent to all members of the class. Completed instruments were received from 582 students; this figure represented a return of approximately 49 per cent. Copies of the questionnaire, cover letter, and follow-up post card are included in the Appendix.

The questionnaire was objective; however, each respondent was provided the opportunity to express his opinion via an invitation to comment in detail on any matter which he considered important. Seventy-two letters were received from the respondents. Their comments and suggestions ranged from a total indictment of all aspects of the university to pleas to retain the status quo—"the best of all possible worlds." A content and trend analysis of all letters revealed no significant results. Respondents were also encouraged to suggest changes for making the educational experience more meaningful. In this manner it was hoped that some specific knowledge of *student opinion* relating to the College's educational program would be gained.

This report presents interesting findings concerning student opinion toward core curriculum requirements, in particular, (1) how a specific core requirement had aided the individual respondents in gaining knowledge and understanding in a substantive area and (2) the respondents' attitudes toward continuation of core curriculum courses. Also disclosed is student consensus of the most desirable distribution of credits among the required major and elective courses. Finally, 13 sources of education at the University are examined in light of the importance placed on them as vehicles of education by responding students.

An analysis of the general information items in the questionnaire was first conducted for the purpose of facilitating the interpretation of other aspects of the data. However, as is evident from the following data, the background characteristics of the respondents possessed heuristic value themselves.

The sample of 582 seniors was divided nearly evenly by sex: males (49 per cent), females (51 per cent). Twenty per cent of the respondents had transferred to the University from other schools.

**TABLE 1**
**FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPONDENTS BY SEX AND MAJOR SUBJECT**

| Major | Male % | Female % |
|---|---|---|
| Social Sciences | 38 | 26 |
| Humanities | 20 | 20 |
| Natural Sciences | 29 | 20 |
| English | 11 | 21 |
| Languages | 2 | 13 |
| Total % | 100 | 100 |
| N | 276 | 289 |

**TABLE 2**
**FREQUENCY AND PERCENTAGE DISTRIBUTION OF RESPONDENTS BY SEX AND QUALITY POINT AVERAGE**

| Quality Point Average | Male % | Female % |
|---|---|---|
| Lower than 2.0 | 14 | 6 |
| 2.0 to less than 2.5 | 33 | 37 |
| 2.5 to less than 3.0 | 31 | 35 |
| 3.0 to less than 3.5 | 19 | 18 |
| 3.5 and over | 3 | 4 |
| Total % | 100 | 100 |
| N | 279 | 290 |

Table 1 presents data by the sex and major area of specialization of the respondents. It is apparent that larger proportions of males than females were studying in the areas of the Social and Natural Sciences, while higher proportions of females were found in the Humanities, English, and Foreign Languages. For purposes of analysis the humanities category was further subdivided into English and Language Majors. See the questionnaire in the Appendix for a complete listing of major areas.

Table 2 contains the distribution of respondents by sex and quality point average. Males and females were approximately evenly distributed on all grade levels in the sample with the exception of the somewhat larger proportion of males having averages below 2.0. The University employs a 4.0 grading system.

Data relating to the time at which the respondents selected the major area of study in which they would eventually receive a degree is presented in Table 3. An interesting finding was that 64 per cent of the respondents reported that they had decided on their major subject area by the end of the first year of study. This figure reaches 87 per cent for decision by the conclusion of the second year, demonstrating that the majority of the respondents had chosen the major in which they were obtaining their college degrees relatively early in their college careers. The data contradicts the popularly-held notion of the ambiance of college students and their inability to focus and concentrate on specific goals.

## DISCUSSION

The following presentation is based upon statistical analysis of the data. At first glance there appear to be large differences between males and females in several areas. However, it was found that holding the sex variable constant opened the way to a more fruitful evaluation of differences among the respondents. Specifically, an analysis of respondents based upon their major subject and quality point average yielded significant differences in many areas.

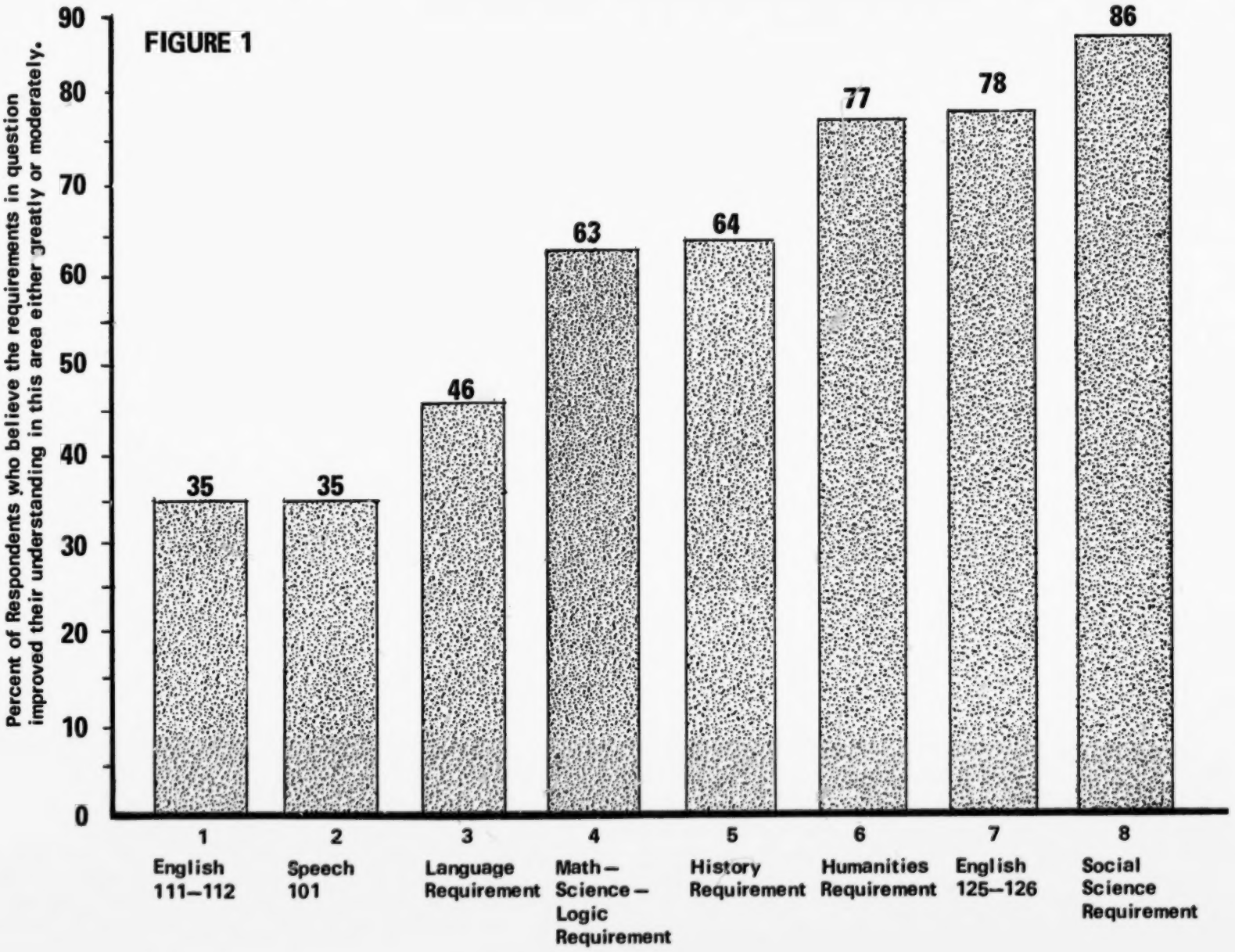
A third analysis employed questions designed to ascertain the attitudes and opinions of students toward the value of required courses. The respondents indicated on a four-point scale from "greatly" to "not at all" their belief that taking a specific required course improved their proficiency, understanding, and appreciation of the subject matter.

Figure I presents the percentage of respondents who believed the required courses were of great or moderate benefit to them. The required courses consisted of: English 111-112; Speech 101; Language (four semesters or advanced placement); Math-Science-Logic option requirement; History 100-101; Humanities Requirement; English 125-126; Social Science Requirement. It is evident from the subjects' responses that the social sciences requirement was favorably viewed, with 86 per cent of the respondents signifying that these courses had improved their knowledge in this area. The most negative responses

**TABLE 3**
**PERCENTAGE DISTRIBUTION OF RESPONDENTS AT TIME OF SELECTION OF CURRENT MAJOR SUBJECT**

| Time of Choice of Major in Semesters | % |
|---|---|
| First | 49 |
| Second | 15 |
| Third | 11 |
| Fourth | 12 |
| Fifth | 5 |
| Sixth | 4 |
| Seventh | 1 |
| Eighth | 1 |
| Ninth | 1 |
| Tenth | 1 |
| Total | 100 |

FIGURE 1




were directed toward the lower level English courses and the language requirement, each category of which was endorsed by 35 per cent of the respondents as having been of benefit to them. An interesting finding was the larger number of favorable attitudes accorded the English literature courses (78 per cent), indicating that the respondents did not hold totally negative attitudes toward that subject area.

A further analysis of the above data ascertained the effects of a student's major on his evaluation of course requirements. It was hypothesized that students majoring in an area which included a core requirement as part of its direct subject matter would comment more favorably on the beneficial aspects of the required course than students majoring in a different area. For example, it was suggested that the language majors would look more favorably upon the language requirement than would students majoring in other fields. Data pertaining to this hypothesis are presented in Tables 4 and 5. Table 4 indicates that 61 per cent of the language majors evidence a very favorable attitude toward the language requirement, and that the percentages of non-language majors expressing a similar view of this requirement ranges

**TABLE 4**
**PERCENTAGE DISTRIBUTION OF RESPONDENTS' PERCEPTION OF EFFECTS OF THE LANGUAGE REQUIREMENTS BY MAJOR**

| The language requirement helped me to develop my skill in the foreign language that I studied | Major | | | | |
|---|---|---|---|---|---|
| | Social Science | Humanities | Natural Sciences | English | Language |
| Greatly | 9 | 15 | 19 | 11 | 61 |
| Moderately | 29 | 25 | 32 | 33 | 25 |
| Slightly | 34 | 37 | 38 | 36 | 14 |
| Not at All | 28 | 23 | 11 | 20 | 0 |
| Total % | 100 | 100 | 100 | 100 | 100 |
| N | 173 | 111 | 134 | 89 | 36 |

$X^2 = 76.65$, df = 12, $P < .001$

**TABLE 5**
**PERCENTAGE DISTRIBUTION OF RESPONDENTS' PERCEPTION OF EFFECTS OF THE SIX COURSES IN SCIENCE/MATHEMATICS/LOGIC BY MAJOR**

| The six required courses in Science/Math/Logic improved my understanding and knowledge in these areas | Major | | | | |
|---|---|---|---|---|---|
| | Social Sciences | Humanities | Natural Sciences | English | Language |
| Greatly | 16 | 21 | 60 | 18 | 17 |
| Moderately | 38 | 38 | 29 | 27 | 49 |
| Slightly | 36 | 31 | 8 | 42 | 22 |
| Not at All | 10 | 10 | 3 | 13 | 12 |
| Total % | 100 | 100 | 100 | 100 | 100 |
| N | 177 | 111 | 131 | 91 | 41 |

$X^2 = 108.46$, df = 12, $P < .001$

**TABLE 6**
**RESPONDENTS' ATTITUDE TOWARD THE TOTAL NUMBER OF CREDITS IN REQUIRED COURSES BY MAJOR**

| The Total number of credits in required courses Outside the Major is | Major | | | | |
|---|---|---|---|---|---|
| | Social Sciences | Humanities | Natural Sciences | English | Languages |
| Too High | 68 | 76 | 54 | 76 | 84 |
| Just About Right | 30 | 23 | 40 | 24 | 16 |
| Too Low | 2 | 1 | 6 | 0 | 0 |
| Total % | 100 | 100 | 100 | 100 | 100 |
| N | 182 | 116 | 139 | 94 | 43 |

$X^2 = 30.60$, df = 8, $P < .001$

## TABLE 7
## POSSIBLE SOURCES OF EDUCATION RANK ORDERED ON BASIS OF PERCEIVED IMPORTANCE

| Source of Education | Degree of Importance Very Important | Not Very Important |
|---|---|---|
| ** Major courses | 93 | 7 |
| ** Elective courses | 87 | 13 |
| Faculty members in the classroom | 77 | 23 |
| Fellow students outside the classroom | 75 | 25 |
| Required reading assignments | 74 | 26 |
| Independent reading | 68 | 32 |
| Opportunity to express ideas orally in class | 65 | 35 |
| Opportunity to express ideas in writing in class work | 60 | 40 |
| Opportunity to work in a laboratory | 43 | 57 |
| Faculty members outside the classroom | 42 | 58 |
| ** Required courses | 38 | 62 |
| Fellow students inside the classroom | 35 | 65 |
| Reading suggested by, but not required by, the teacher | 30 | 70 |

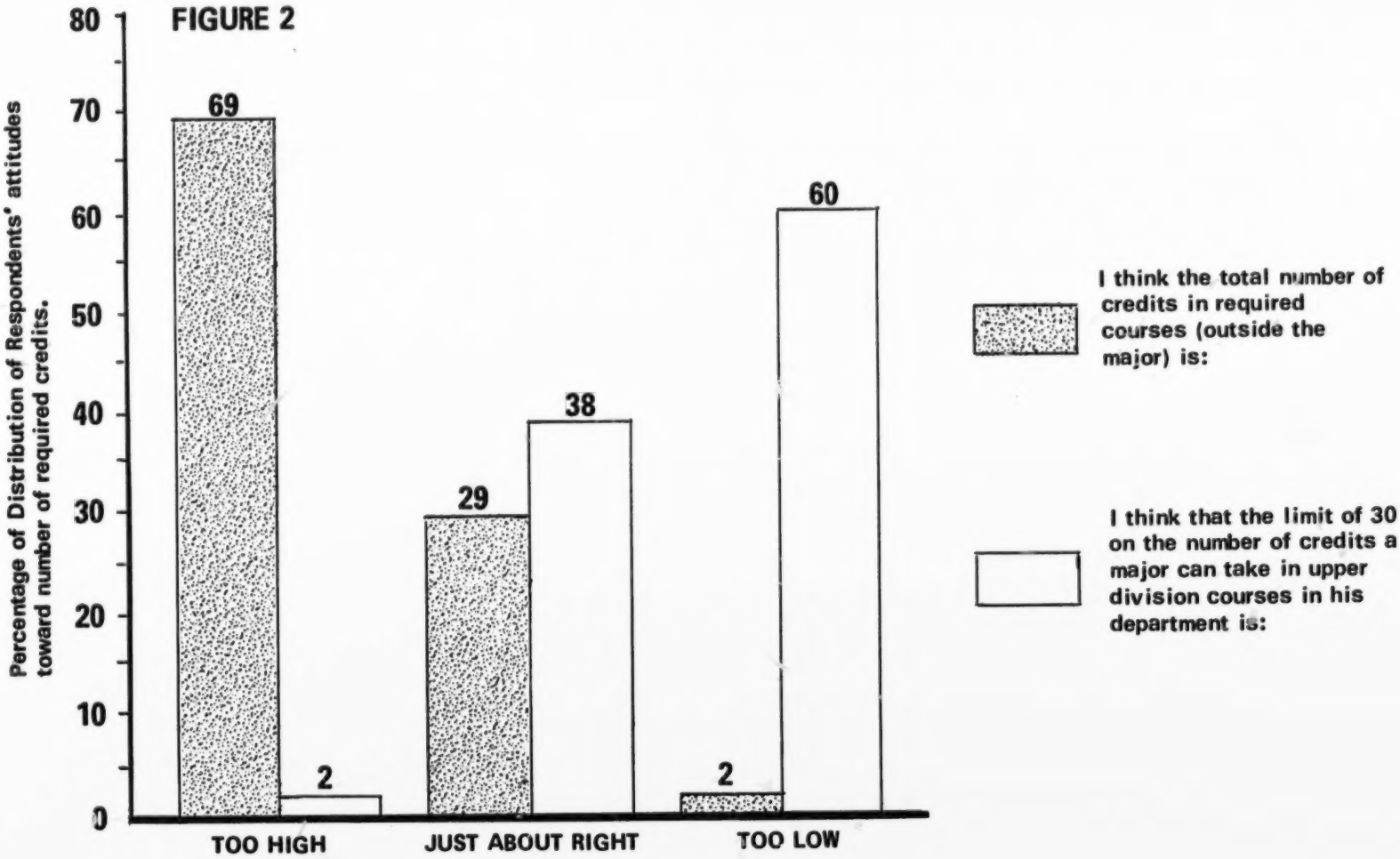
(Starred items are discussed in text)

## TABLE 8
## QUALITY POINT AVERAGE AND THE RESPONDENTS' EVALUATION OF THE IMPORTANCE OF REQUIRED COURSES

| Degree of the importance of required courses | Quality Point Average | | | | |
|---|---|---|---|---|---|
| | 2.5 to less than 3.0 | 2.0 to less than 2.5 | Less than 2.0 | 3.0 to less than 3.5 | 3.5 and over |
| Very Important | 22 | 37 | 36 | 48 | 40 |
| Not Very Important | 78 | 63 | 64 | 52 | 60 |
| Total % | 100 | 100 | 100 | 100 | 100 |
| N | 55 | 200 | 188 | 110 | 20 |

$X^2 = 11.29$, $df = 4$, $P < .025$

FIGURE 2




from a low of 9 per cent for social science majors to a high of 19 per cent for natural science majors. Similarly, Table 5 indicates that 60 per cent of the natural science majors indicated that the required courses in math/science and/or logic greatly improved their knowledge and understanding in this area, whereas the percentage range for non-natural science majors goes from 16 per cent for social science majors to 21 per cent for persons majoring in the humanities.

Figure 2 presents the students' attitudes toward the number of credits required. Two findings emerged from an analysis of these data. First, the students overwhelmingly felt that the number of credits required outside their major was too high (almost 70 per cent). Secondly, a majority of the students (60 per cent) felt that the present limitation on the amount of credits allowed in one's major subject area was too low.

Amplification of this point is presented in Table 6 which gives the attitudes of respondents by major toward required courses outside of one's own major area. The percentages indicate that a majority of the students believe, regardless of major area, that the total number of credits in required courses is too high. However, a closer look at Table 6 also reveals that of students responding from five major subject areas, those in the natural science evinced the greatest belief that the required courses outside the major area were not too high. This may be taken as a conscious desire on the part of these students to obtain a broad-based education, since their area is the most specialized of those represented in the sample.

Continuing this discussion, Table 7 contains the percentage distribution of student responses to items which were conceived of as possible sources of education. An overwhelming majority of students endorsed the efficacy of major area and elective courses. However, there was relatively low level of endorsement given to required courses. In view of these findings, one could assume that students desire to enroll in more courses in their major subject area.

Additional analysis of this data was done utilizing the independent variable of quality point average. Table 8 presents data indicating that the number of students who favorably endorse required courses is largest for those students having high grades. However, the differences exposed by this analysis are not as pronounced as those derived in the previous discussion based upon major subject classification.

It was also hypothesized that students having high quality point averages would comment more favorably on the beneficial aspects of required courses than students having low quality point averages. Data pertaining to this hypothesis are presented in Table 9 concerning the language requirement. Of those respondents expressing favorable attitudes toward this requirement, 29 per cent had grade point averages of 3.5 or above. However, only 9 per cent of the students having grade point averages below 2.0 exhibited similar attitudes toward this requirement. A Chi-Square test of these data yielded a value that was significant beyond the .02 level, supporting our hypothesis. Table 10 which presents attitudes toward the humanities requirement provides further support of this hypothesis. Those students having quality point

**TABLE 9**
**QUALITY POINT AVERAGE AND THE RESPONDENTS' PERCEPTION OF THE EFFECTS OF THE LANGUAGE REQUIREMENT**

| The language requirements helped me to develop my skill in the foreign language that I studied | Quality Point Average | | | | |
|---|---|---|---|---|---|
| | Less than 2.0 | 2.0 to less than 2.5 | 2.5 to less than 3.0 | 3.0 to less than 3.5 | 3.5 and over |
| Greatly | 9 | 12 | 15 | 31 | 29 |
| Moderately | 25 | 31 | 32 | 24 | 18 |
| Slightly | 43 | 35 | 33 | 32 | 35 |
| Not at All | 23 | 22 | 20 | 13 | 18 |
| Total % | 100 | 100 | 100 | 100 | 100 |
| N | 53 | 192 | 181 | 101 | 17 |

$X^2 = 25.88$, $df = 12$, $P < .025$

**TABLE 10**
**QUALITY POINT AVERAGE AND THE RESPONDENTS' PERCEPTION OF THE EFFECTS OF THE TWO REQUIRED COURSES IN THE HUMANITIES**

| The two required courses in the humanities improved my understanding and appreciation of the humanities | Quality Point Average | | | | |
|---|---|---|---|---|---|
| | Less than 2.0 | 2.0 to less than 2.5 | 2.5 to less than 3.0 | 3.0 to less than 3.5 | 3.5 and over |
| Greatly | 17 | 26 | 32 | 41 | 47 |
| Moderately | 54 | 55 | 41 | 39 | 35 |
| Slightly | 21 | 16 | 23 | 16 | 18 |
| Not at All | 8 | 3 | 4 | 4 | 0 |
| Total % | 100 | 100 | 100 | 100 | 100 |
| N | 52 | 182 | 168 | 100 | 17 |

$X^2 = 21.29$, $df = 12$, $P < .05$

averages of 3.5 or better commented more favorably toward the humanities requirement (47 per cent) than the students having averages below 2.0 (17 per cent). A Chi-Square test yielded a value for these data that was significant beyond the .05 level.

Cumulating the percentages of responses in the "greatly" and "moderately" categories of the above tables yields an interesting result. One is inclined to attribute differences of student responses to these question to the manner in which they perceived their success in a course. It is quite possible that students used their grades as subjective evaluative criteria to measure the value of a course. The reliability of using one's grade in a course as a primary basis for evaluation of the relative worth of that course is questionable.

Figure 3 presents the percentage of respondents who believed that the required courses should be continued unchanged, or increased in an unspecified manner. It is evident from the subjects' responses that the humanities requirement was the most favorably viewed, with 62 per cent of the respondents signifying that these courses should be retained as required courses or that the requirement should be increased. The least favorable responses were directed toward the lower level English courses, with only 15 per cent of the respondents favoring the status quo. Interesting findings emerge from comparison of Figure 1, which presents the percentage of respondents who believed the required conurses were of great or moderate benefit to them, with Figure 2. A Spearman Rho correlation of .93 was found to exist between the rank ordering of courses on the basis of the respondents' perception of how a requirement contributed to their understanding in an area, and the rank ordering of courses on the basis of the respondents' recommendations that a particular requirement be retained unchanged, or be increased

FIGURE 3

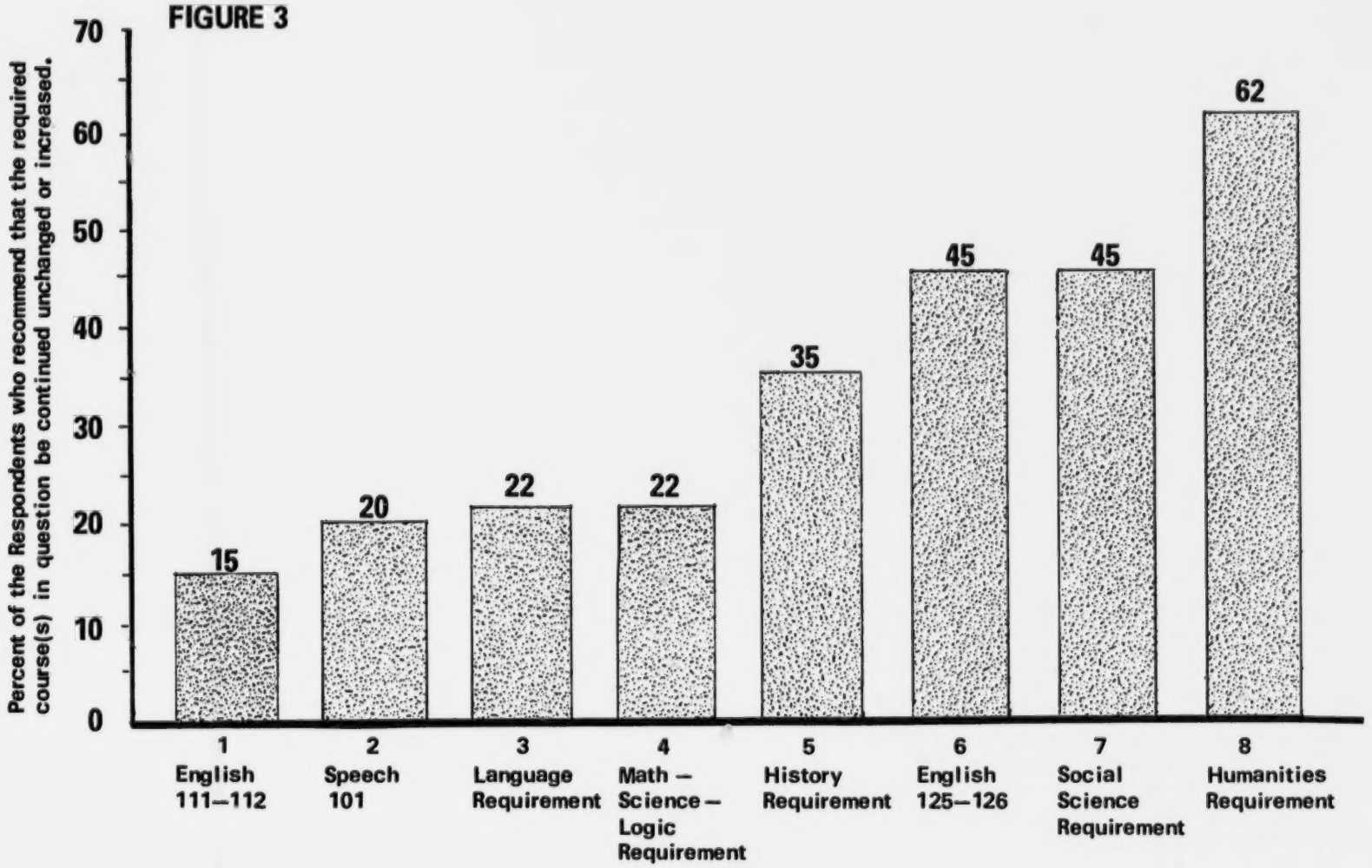


**TABLE 11**
**RESPONDENTS' PERCEPTION OF EFFECTS OF THE SIX REQUIRED COURSES IN SCIENCE AND MATHEMATICS AND/OR LOGIC AND THE RESPONDENTS' RECOMMENDATIONS FOR THESE COURSES**

| The science and mathematics and/or logic requirement should be | The six required courses in Science and Math and/or Logic improved my understanding and knowledge in these areas | | | |
|---|---|---|---|---|
| | Greatly | Moderately | Slightly | Not at All |
| Continued Unchanged | 44 | 20 | 1 | 4 |
| Increased | 6 | 2 | 1 | 0 |
| Reduced | 19 | 33 | 45 | 21 |
| Made More General | 15 | 13 | 13 | 6 |
| Made More Specific | 1 | 0 | 1 | 0 |
| Increased & More General | 3 | 1 | 0 | 0 |
| Increased & More Specific | 1 | 1 | 1 | 0 |
| Reduced & More General | 8 | 24 | 24 | 19 |
| Reduced & More Specific | 1 | 0 | 0 | 2 |
| Discontinued | 2 | 6 | 14 | 48 |
| Total % | 100 | 100 | 100 | 100 |

$X^2 = 218.84$, df = 27, $P < .001$

in an unspecified manner. This suggests that students tend to make recommendations for the core curriculum partly on their past experiences in particular courses and also that they tend to endorse courses which seem to have aided their comprehension of a certain area; moreover, they evince negative attitudes toward those courses which they consider to have offered little expansion of their consciousness.

Further evidence in support of this conclusion is offered by the data presented in Table 11. As Table 11 indicates, 46 per cent of the persons who perceived the courses in science/math and/or logic as improving their competence in this area suggested that this requirement be continued unchanged, or else increased in an unspecified manner. Only 4 per cent of the persons who thought this requirement offered them little in the way of an increase of knowledge favored the status quo. Table 12 bears out this conclusion. It was found that 60 per cent of those who believed that the English requirement benefited them greatly recommended that this series of courses be continued as a general requirement, while only 5 per cent of those who feel they received no improved ability from taking these courses suggested that they be continued as a general requirement.

A review of the data presented indicates that higher endorsement was given to the core requirements by those having higher quality point averages. In addition, it was found that a course was viewed more favorably by persons who were majoring in that specific area. It was also noted that a person's perception of a course as a good means of imparting knowledge affected their recommendation for that course. In view of this it was hypothesized that a student's major will affect his recommendation for a course. Table 13 presents data pertaining to this hypothesis. As is evident from this table, a total of 45 per cent of the natural science majors think that science/math and/or logic requirement should be continued unchanged, or increased in an unspecified manner. The social science majors gave the next highest endorsement. A Chi-Square value of .005 indicated that the responses were significant, hence confirming the hypothesis.

## TABLE 12
## RESPONDENTS' PERCEPTION OF EFFECTS OF ENGLISH 111-112 AND THE RESPONDENTS' RECOMMENDATIONS FOR ENGLISH 111-112

| Recommendation that English 111-112 be | English 111-112 improved my ability to write clearly and effectively | | | |
|---|---|---|---|---|
| | Greatly | Moderately | Slightly | Not at All |
| Discontinued | 0 | 1 | 3 | 14 |
| Made an Elective | 5 | 4 | 12 | 16 |
| Required for English Majors Only | 0 | 0 | 2 | 2 |
| Required for Poor Writers Only | 5 | 9 | 18 | 17 |
| Continued as General Requirement But Be Improved | 30 | 61 | 57 | 46 |
| Continued as a General Requirement | 60 | 25 | 8 | 5 |
| Total % | 100 | 100 | 100 | 100 |

$X^2 = 102.55$, $df = 15$, $P < .001$

## TABLE 13
## MAJOR AND THE RESPONDENTS' RECOMMENDATIONS FOR THE SIX REQUIRED COURSES IN SCIENCE AND MATHEMATICS AND/OR LOGIC

| The science and mathematics and/or logic requirement should be | Social Sciences | Humanities | Natural Sciences | English | Language |
|---|---|---|---|---|---|
| Continued Unchanged | 17 | 8 | 40 | 14 | 7 |
| Increased | 3 | 0 | 5 | 0 | 2 |
| Reduced | 28 | 44 | 15 | 43 | 40 |
| More General | 13 | 15 | 16 | 7 | 17 |
| More Specific | 0 | 1 | 2 | 0 | 0 |
| Increased & More General | 1 | 2 | 2 | 1 | 0 |
| Increased & More Specific | 0 | 0 | 2 | 0 | 0 |
| Reduced & More General | 22 | 16 | 11 | 27 | 24 |
| Reduced & More Specific | 1 | 1 | 1 | 0 | 0 |
| Discontinued | 15 | 13 | 6 | 8 | 10 |
| Total % | 100 | 100 | 100 | 100 | 100 |
| N | 180 | 114 | 131 | 91 | 42 |

$X^2 = 110.30$ $df = 36$, $P < .001$

# APPENDIX

a

## APPENDIX

The following tables illustrate the similarity in the distribution of the characteristics of sex, quality point average and major area of study between the survey sample and the population in the Arts and Science Class of '68.

**TABLE 14**
**COMPARISON OF THE SEX DISTRIBUTION OF THE ARTS AND SCIENCE CLASS OF 68 AND THE SURVEY SAMPLE**

| Sex | Total Class of 68 | Survey Sample |
|---|---|---|
| Male | 48% | 49% |
| Female | 52 | 51 |
| Total | 100 | 100 |

**TABLE 15**
**COMPARISON OF THE QUALITY POINT AVERAGE DISTRIBUTION OF THE ARTS AND SCIENCE CLASS OF 68 AND THE SURVEY SAMPLE**

| Quality Pt. Avg. | Total Class of 68 | Survey Sample |
|---|---|---|
| Less than 2.0 | 13% | 10% |
| 2.0 to less than 2.5 | 35 | 35 |
| 2.5 to less than 3.0 | 32 | 33 |
| 3.0 to less than 3.5 | 17 | 19 |
| 3.5 or over | 3 | 3 |
| Total | 100 | 100 |

**TABLE 16**
**COMPARISON OF THE MAJOR AREA OF STUDY DISTRIBUTION OF THE ARTS AND SCIENCE CLASS OF 68 AND THE SURVEY SAMPLE**

| Major Area of Study | Total Class of 68 | Survey Sample |
|---|---|---|
| Humanities | 19% | 20% |
| Social Sciences | 34 | 31 |
| Language | 7 | 8 |
| English | 19 | 17 |
| Natural Sciences | 21 | 24 |
| Total | 100 | 100 |

# APPENDIX

# b

COLLEGE OF ARTS AND SCIENCES
UNIVERSITY OF MASSACHUSETTS

Memorandum

FROM: Dean of the College of Arts and Sciences DATE: April, 1968

TO: All Members of the Class of 1968 in the College of Arts and Sciences

SUBJECT: Your Reaction to Your Educational Experience in the College

You know that the College of Arts and Sciences is carrying out an extensive review of its educational program, particularly of the requirements for graduation. It is of great importance to our review that we gain some specific knowledge about student opinions relating to the College's educational program. It is in the gathering of student opinion that I am requesting your help.

I am sending each of you a copy of the attached sheets which will provide you with an opportunity to express your reaction to your educational experience in this College. You will do your College and the students who will follow you a great service by indicating your frank and objective opinion about the items set forth.

Please note that you are not asked to sign the sheets and that most items can be completed with only a check mark. Thus, you can be sure that your replies will be completely anonymous and confidential. The general information items at the beginning are designed to help make the interpretation of your answers more meaningful to us in our work.

If you would like to comment in detail on any part of your educational experience, you are encouraged to do so. These comments may include suggested changes for making the eudcational experience more meaningful. Please write or type your comments on a separate sheet and insert it in the envelope with the form and its completed answer sheet. You may or may not sign you name, as you wish.

Please mail your form and the completed answer sheet in the postage-paid, addressed envelop to the University's Office of Institutional Studies which is cooperating with the College in this important operation. The sooner we receive the forms, the greater their usefulness will be. We plan to release the results about May 1.

Thank you for your contribution of time, thought and effort to what I hope you also believe is a worthy enterprise.

Sincerely,

I. Moyer Hunsberger

IMH: sck

Enc.

PLEASE NOTE

Since this instrument contains several open-ended questions which cannot be coded on the answer sheet, you are asked to mail back both the questionnaire and its completed answer sheet.

There is also the possibility that several of the questions do not pertain to you, in such a case leave the particular question blank and continue on to the next question.

Once again, *thank you* for your cooperation in this matter.

# DIRECTIONS FOR FILLING OUT THE EDUCATIONAL EXPERIENCE FORM

In completing this form, you are asked to make two responses to each question -- one on the questionnaire itself and another on the separate enclosed red-printed answer sheet. In making your responses, you must use a soft lead pencil (No. 2 or softer). Please do not use ink, ball point pen, or colored pencil.

Beginning with Item #1 and proceeding through Item #41, put a check mark after the answer which you select. Then go to the answer sheet, find the item number on which you are working, and blacken the appropriate response position after that number.

For example, if your answer to Item #1 (What is your sex?) is response #0, you would then make a check mark after response #0, on the questionnaire.

1. What is your sex?

   (0) Male ✓

   (1) Female ____

Then you would go to the red-printed answer sheet and blacken with your pencil the position numbered "0" following question #1.

| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|---|
| 1. | ■ | | | | | | | | | |

Do this for all questions through #41.

Please use care in marking the answer sheet. Make no stray marks; erase carefully any answers you wish to change. Make your final responses heavy and black.

## PART I - BACKGROUND INFORMATION

1. What is your sex?

   (0) Male _____ (1) Female _____

2. Check your approximate quality point average.

   (0) Less than 2.0 _____
   (1) 2.0 to less than 2.5 _____
   (2) 2.5 to less than 3.0 _____
   (3) 3.0 to less than 3.5 _____
   (4) 3.5 or over _____

3. Did you transfer to UMass from another college or university?

   (0) Yes _____ (1) No _____

   If yes, specify _____

   (NOTE: If you are a transfer student, answer only the items that apply to your experience here.)

4. & 5. The following list of majors is to be used in answering questions 4 and 5. When you have found your major, blacken the two numbers of that field on the answer sheet. For example, if "English" is your major, blacken its code (08) on your answer sheet i.e., blacken (0) on row four of the answer sheet and (8) on row five.

   (01) Anthropology ____
   (02) Art ____
   (03) Astronomy (Five-College Cooperation Program) ____
   (04) Botany ____
   (05) Chemistry ____
   (06) Classics ____
   (07) Economics ____
   (08) English ____
   (09) French ____
   (10) Geology ____
   (11) German ____
   (12) Government ____
   (13) History ____
   (14) Jour. Studies ____
   (15) Mathematics ____
   (16) Microbiology ____
   (17) Music ____
   (18) Philosophy ____
   (19) Physics ____
   (20) Pre-Dental ____
   (21) Pre-Medical ____
   (22) Pre-Vet. ____
   (23) Psychology ____
   (24) Russian ____
   (25) Sociology ____
   (26) Spanish ____
   (27) Speech ____
   (28) Zoology ____
   (29) Other ____

6. Check the number of semesters you were enrolled at UMass before you decided on your present major:

   (0) One _____
   (1) Two _____
   (2) Three _____
   (3) Four _____
   (4) Five _____
   (5) Six _____
   (6) Seven _____
   (7) Eight _____
   (8) Nine _____
   (9) Ten _____

## PART II

Responses 7-27. Please indicate on the answer sheet, by a mark in the appropriate space, the phrase which most clearly expresses your opinion.

7. English 111-112 improved my ability to write clearly and effectively:

   (0) Greatly ____ (1) Moderately ____ (2) Slightly ____ (3) Not at all ____

8. I recommend that English 111-112:

(0) be continued as a general requirement _____
(1) be continued as a general requirement but be improved ____
(2) be required only for poor writers ____
(3) be required only for English majors ____
(4) be discontinued as a requirement (for anyone), but retained as an elective ____
(5) be discontinued ____

9. English 125-126 improved my understanding and appreciation of selected masterpieces of Western Literature:

(0) Greatly ____ (1) Moderately ____ (2) Slightly ____ (3) Not at all ____

10. I recommend that English 125-126:

(0) be continued as a general requirement ____
(1) be continued as a general requirement but be improved ____
(2) be required only for English majors ____
(3) be discontinued as a requirement, but retained as an elective ____
(4) be discontinued ____

11. Speech 101 improved my ability to compose and deliver speeches and my understanding of rhetorical principles:

(0) Greatly ____ (1) Moderately ____ (2) Slightly ____ (3) Not at all ____

12. I recommend that Speech 101:

(0) be continued as a general requirement (with possible exemption) ____
(1) be continued as a general requirement (with possible exemption) but be improved ____
(2) be required only for Speech majors ____
(3) be discontinued as a requirement, but retained as an elective ____
(4) be discontinued ____

13. History 100-101 improved my understanding of the historical development of the Western European countries:

(0) Greatly ____ (1) Moderately ____ (2) Slightly ____ (3) Not at all ____

14. I recommend that History 100-101:

(0) be continued as a requirement for the B.A. ____
(1) be continued as a requirement for the B.A. but be improved ____
(2) be required only for History majors ____
(3) be discontinued as a requirement but retained as an elective ____
(4) be discontinued ____

15. The four required courses in the social sciences improved my understanding and knowledge in this area:

(0) Greatly ____ (1) Moderately ____ (2) Slightly ____ (3) Not at all ____

16. I think that the social science requirement should:

(0) be continued unchanged ____
(1) be increased ____
(2) be reduced ____
(3) be made more general ____
(4) be made more specific ____
(5) one and three above ____
(6) one and four above ____
(7) two and three above ____
(8) two and four above ____
(9) be discontinued ____

17. The six required courses in science and mathematics and/or logic improved my understanding and knowledge in these areas:

(0) Greatly ____ (1) Moderately ____ (2) Slightly ____ (3) Not at all ____

18. I think that the science/math/logic requirement should:

(0) be continued unchanged ____
(1) be increased ____
(2) be reduced ____
(3) be made more general ____
(4) be made more specific ____
(5) one and three above ____
(6) one and four above ____
(7) two and three above ____
(8) two and four above ____
(9) be discontinued ____

19. The two required courses in the humanities improved my understanding and appreciation of the humanities.

(0) Greatly ____ (1) Moderately ____ (2) Slightly ____ (3) Not at all ____

20. I think the humanities requirement should:

(0) be continued unchanged ____
(1) be increased ____
(2) be reduced ____
(3) be made more general ____
(4) be made more specific ____
(5) one and three above ____
(6) one and four above ____
(7) two and three above ____
(8) two and four above ____
(9) be discontinued ____

21. The language requirement helped me to develop my skill in the foreign language I studied:

(0) Greatly ____ (1) Moderately ____ (2) Slightly ____ (3) Not at all ____

22. I can now read, speak and write fairly well the foreign language that I studied.

(0) Yes ____ (1) No ____

23. I think that the foreign language requirement should be:

(0) unchanged ____
(1) discontinued as a requirement but retained as an elective ____
(2) required only by some departments ____

24. I think the total number of credits in required courses (outside the major) is:

(0) too high ____ (1) just about right ____ (2) too low ____

25. I think that the limit of 30 on the number of credits a major can take in upper division courses in his department is:

(0) too high ____ (1) just about right ____ (2) too low ____

If you checked 0 or 2, please specify the number it should be changed to ____

26. As I look back over the electives I took, outside my major, I think most of them

(0) were a waste of time ____
(1) didn't make much difference to my education ____
(2) were more interesting and valuable than I thought they would be ____
(3) were as interesting as the courses in my major ____
(4) were a real contribution to my education ____

27. I think that the following distribution of credits is about right.

(0) Major Credits 30, Elective Credits 30, Required Credits 60, Total 120 ____
(1) Major Credits 30, Elective Credits 60, Required Credits 30, Total 120 ____
(2) Major Credits 40, Elective Credits 40, Required Credits 40, Total 120 ____
(3) Major Credits 60, Elective Credits 30, Required Credits 30, Total 120 ____
(4) Major Credits 75, Elective Credits 30, Required Credits 15, Total 120 ____
(5) Other ____ Please specify _____

## PART III

Items numbered 28 through 40 are thirteen possible sources of education in this college. After each item check whether or not the item made a very important contribution to your education.

28. Required courses

(0) Very important ____ (1) Not very important ____

29. Major courses

(0) Very important ____ (1) Not very important ____

30. Elective courses

(0) Very important ____ (1) Not very important ____

31. Fellow students inside the classroom

(0) Very important ____ (1) Not very important ____

32. Fellow students outside the classroom

(0) Very important ____ (1) Not very important ____

33. Faculty members in the classroom

(0) Very important ____ (1) Not very important ____

34. Faculty members outside the class room.

(0) Very important ____ (1) Not very important ____

35. Required reading assignments.

(0) Very important ____ (1) Not very important ____

36. Reading suggested by, not required by, teacher.

(0) Very important ____ (1) Not very important ____

37. Independent reading

(0) Very important ____ (1) Not very important ____

38. Opportunity to express ideas in writing in class work.

(0) Very important ____ (1) Not very important ____

39. Opportunity to express ideas orally in class.

(0) Very important ____ (1) Not very important ____

40. Opportunity to work in a laboratory.

(0) Very important ____ (1) Not very important ____

41. Were there other factors which made a very important contribution to your education which were not specified above?

(0) Yes ____ (1) No ____

If yes, specify _____

_____

_____

*Thank you for your cooperation!*